DOCUMENT RESUME

ED 315 722 CS 009 893

AUTHOR Volpe, Myra Elaine
TITLE Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
PUB DATE Dec 89
NOTE 37p.; Requirements for a Master's degree, Kean College.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Basal Reading; Beginning Reading; *Definitions; Elementary Education; *Reading Materials; Reading Research; Textbook Content
IDENTIFIERS *Prefixes

ABSTRACT

A study (replicating a similar 1977 study by S. Stotsky), examined whether current basal series teach prefixion clearly. Teacher's guides, student texts, and workbooks of nine popular basal reader series were examined to ascertain whether they offered a clear definition of the term "prefix" and whether that definition was reinforced by the use of correct exemplars. The series examined were published by D.C. Heath; Harcourt-Brace-Jovanovich; Holt Rinehart and Winston; Houghton Mifflin; Macmillan; McGraw-Hill; Open Court; Scott Foresman; and Silver-Burdett and Ginn. Results showed that confusion exists in the definition of "prefix" and that this confusion is frequently compounded by the use of exemplars which mix prefixed words with words with etymological elements which are therefore noncomposite in English. (Five tables of data are included; 24 references and an appendix listing the reading series used in the Stotsky suty are attached.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

966

ED315722

Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?

By

Myra Elaine Volpe

Presented in partial fulfillment of the
requirements for the Master of Arts Degree
Kean College of New Jersey

December 1989

Accepted
12/19/89

CS005893

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Myra Elaine Volpe
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ABSTRACT

The purpose of this study was to determine if current basal series teach prefixion clearly. The study was done on nine popular basal series and the results were compared to an earlier study done by Stotsky.

The teacher's guides, student texts, and workbooks were examined to ascertain whether they offered a clear definition of the term "prefix" and whether that definition was reinforced by the use of correct exemplars.

The results showed that confusion still exists in the teaching of the definition of the term "prefix" and that confusion is frequently compounded by the use of exemplars which mix prefixed words with words with etymological elements which are therefore noncomposite in English.

ACKNOWLEDGEMENTS

I would like to express my appreciation to my husband Al for his support and understanding while I was writing this research paper.

Also, thank you to Dr. Albert J. Mazurkiewicz for his assistance throughout this project.

Thanks also to Dr. Lillian Putnam and Dr. Jimmie Cook for their encouragement and inspiration.

TABLE OF CONTENTS

		Page
I.	Abstract	1
II.	Acknowledgements	2
III.	List of Tables	4
IV.	Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixion?	
	Introduction	5
	Hypothesis	6
	Definitions	7
	Procedure	7
	Results	8
	Conclusion	21
V.	Teaching Prefixion: Related Research	22
VI.	References	30
VII.	Appendix	32

LIST OF TABLES

Table		Page
1.	List of Prefixes and Levels Presented (Volpe)	14
2.	Number of Series Teaching Each Prefix	16
3.	Fifteen Prefixes Appearing Most Frequently in the Thorndike Word Book (Stauffer)	17
4.	Twenty-five Common Prefixes with Appropriate Exemplars (Stotsky)	18
5.	The Most Common Prefixes in Printed School English for Grades 3-6 (White)	19

Word formation by the use of prefixes is a part of our language and basal publishers commonly support the teaching of them. If the instructional material used to teach and reinforce English prefixion is unclear or incorrect then the time spent with these materials and on this skill, it would appear, would be better utilized elsewhere.

In a study of six commonly used basal series Stotsky (1977) found a high degree of inconsistency and misinformation in the teaching of prefixes. Some if not most of this confusion stems from the fact that Stauffer's (1942) list of prefixes made no distinction between English prefixes and etymological elements. Many of the prefixes in his list, recommended for teaching in the elementary school, are not really prefixes at all. As a result of subsequent researchers' reliance on this list, frequently inaccurate exemplars were used.

The practice of confusing and mixing etymological elements with English prefixes was not new when Stauffer (1942) compiled his list. In 1924 Otto Jespersen, an eminent authority on English grammar, protested the practice of treating the formatives of Latin words adopted into English

as if they were English formatives.

Marchand (1969) offers a definition of a prefix as "a bound morpheme preposed to a free morpheme" to distinguish them from etymological elements attached to roots in words that cannot be analyzed from the perspective of English word formation.

White, Sowell, and Yanagihara (1989), noting the confusion Stotsky found with the definition of a prefix, start their lessons by explicitly defining a prefix and using both examples and non-examples for clarification.

While it is assumed that publishers and their authors have corrected their materials since Stotsky's study some twelve years ago, practice changes slowly and the effect of her findings on current practice is unknown. Are current basals following corrected procedures of prefixion? Do they use exemplars and definitions which avoid confusion?

Hypothesis

A review of nine commonly used basal series will show the use of clear explanations and correct exemplars in the teaching of prefixion.

Definitions

prefix - bound morphemes which are preposed to free morphemes.

etmyological element - historical, linguistic change of words of foreign origin.

Methods and Procedures

The teachers' guides, students' texts, and related workbooks (grades 2-6) of nine current basal series were examined to find the definition of the term prefix, which prefixes were taught and at what levels. The series examined were published by D. C. Heath, Harcourt-Brace-Javonovitch, Holt Rinehart and Winston, Houghton Mifflin, Macmillan, McGraw-Hill, Open Court, Scott Foresman, and Silver-Burdett and Ginn.

Since this study attempts to replicate that of Stotsky (1976) similar parameters were set. Marchand's (1969) definition of a prefix was used. Any elements which were taught as prefixes in the series were noted as were the exemplars used. These were compared to Marchand's definition to ascertain whether they were or were not true English prefixes as opposed to etymological elements.

Results

In comparing the results of this study and that of Stotsky (1977) the definition of the term prefix, as used by each of the reading series, was compared to that offered by Marchand (1969). Similarly, the exemplars used to teach or reinforce the lessons were examined to ascertain whether they were, in fact, true English prefixed words or noncomposite words with etymological elements.

Definition of prefix by series:

According to Heath Reading "a prefix is a letter or group of letters added to the beginning of a base word to make a new word. Adding a prefix changes the meaning of a word. Prefixes have their own meanings." (teacher's manual, grade 4, p.605).

H.B.J's Reading Program offers this explanation: "A prefix is a word part added to the beginning of a word. The prefix un- usually means 'not' or 'opposite of'. If you meet a new word beginning with the prefix un-, remove the prefix and word ending to find the base word. Then put together the meanings of the prefix, the base word, and the ending to find a meaning that makes sense in the sentence you are reading." (teacher's

guide, level 8, p.T79).

H. R. W.'s Reading Today and Tomorrow explains "A prefix is a word part you add to the beginning of a word to make a new word. Adding a prefix to a word changes the meaning of the word." (teacher's guide, Level 8, p.261).

Houghton MIfflin Reading describes a prefix as "a word part that can be added to the beginning of a base word to make a new word." It further explains that a prefix "usually has a meaning of its own" and to figure out the meaning of a new word "you can usually add the meaning of a prefix to the meaning of the base word." (teacher's manual, Level I, p.232-34)

Macmillan's Connections has the teacher explain "that when a word part appears at the beginning of a word, it is called a 'prefix'" and further that "when a prefix is added to a word it changes its meaning." (teacher's guide, Level 8, p.300)

In McGraw-Hill Reading the student learns that "A prefix is added to the beginning of a word. It changes the meaning of the word." (student workbook, Level K, p.79).

A similar definition is provided by Open Court's Reading and Writing "word parts called prefixes are added to the beginnings of words" and "they bring meaning to the root words they are added to". (teacher's guide, Level 2-1, p.365)

Scott, Foresman Reading: An American Tradition offers "A prefix is a word part added to the beginning of a root word to make a new word." (teacher's guide, Level 6, p.169).

World of Reading by Silver-Burdett and Ginn defines a prefix as "a letter or letters added to the beginning of a word" and adds "when a prefix is added to a word, it changes the meaning of that word". (teacher's guide, Level 7, p.502).

Compare all of these with Marchand's definition of prefixes as "bound morphemes which are preposed to free morphemes" (p.129) and it is found that only Heath, H.B.J., and Houghton Mifflin suggest that a prefix has a meaning of its own. The others only state that the prefix is a letter, group of letters or word part which when added to a word, root word or base word changes its meaning. Although all the series studied eventually taught the prefixes as having meaning and bringing that

meaning to the base word, only Heath, H.B.J., and Houghton Mifflin taught this as part of the definition of a prefix.

Use of exemplars:

Although Heath Reading uses prefixed words, which fit Marchand's definition for teaching and reinforcement at the second and third grade levels, beginning in grade four students are asked to identify the meanings of prefixed words which are really words containing etymological elements. Words such as transport, submerge, and postscript (workbook p.149, level 4) are mixed with prefixed words which fit what students have been taught to expect such as predetermine, substandard, preview, and international (workbook p.185, level 4).

H.B.J. Reading Program teaches and reinforces prefixion with examples which are consistent with Marchand's definition through grade four. Beginning in grade five however, words with etymological elements are mixed with prefixed English words. The series however, attempts to teach Latin and Greek as well as Old English and other derivations to explain these noncomposite "prefixed" words.

H. R. W.'s Reading Today and Tomorrow could cause confusion at grade five when after teaching il- as a prefix meaning "not" it asks students for meanings of the words illiterate, illogical, and illuminate (teacher's guide p.539). The prefix pro- meaning "for" or "in favor of" is also confusing when the examples used in the lessons are prologue (workbook p.104, grade 5), prospective, and promote (workbook p.114, grade 5).

Macmillan's Connections mixes words with etymological elements along with prefixed words at level twelve, grade 6 when it asks students to supply "prefixed" words which fit definitions given. The words needed are biped, unison, biennial, trireme, intramural, and monocular (workbook p.73).

In McGraw-Hill Reading examples and explanations are clear until Level N, grade six when on Skillmaster 83 students are asked to match prefixed words to meanings. Mixed in with prefixed words such as misuse, reclaim, unnatural, and incorrect are words with etymological elements such as precede, underling, premonition, intervene and substitute.

Reading and Writing, published by Open Court, mixes prefixed words with words having etymological elements throughout all levels.

Silver-Burdett and Ginn's World of Reading begins at Level 11, grade 5 to teach Latin and Greek roots as a way of teaching words with etymological elements.

Only two of the nine series studied, Houghton Mifflin Reading and Scott Foresman: An American Tradition, followed through all levels, grades two through six, with examples consistent with Marchand's definition.

Comparison of prefixes taught:

Table 1 shows a list of all the prefixes introduced in all nine basal series as well as the grade level at which they were introduced.

TABLE 1

	Heath	H.B.J.	H.R.W.	Houghton Mifflin	Macmillan	McGraw Hill	Open Court	Scott Foresman	Silver Burdett Ginn
ad-							6		
ante-		5				6			
anti-	6	5	5		5	6	6		
auto-		5							6
be-							6		
bi-	5	3	6		6	6	4		
bio-		5							
co-			6						5
com-		6					6		5
con-									5
col-									5
cor-		6							5

Table 1 (Continued)

	Heath	H.B.J.	H.R.W.	Houghton Mifflin	Macmillan	McGraw Hill	Open Court	Scott Foresman	Silver Burdett Ginn
contra-	6	5							6
circum-	6						6		
centi-					5				
de-		5		5		5	6		3
dis-	3	3	2	4	3	2	3	3	3
deca-					5				
deci-					5				
deka-					5				
extra-							6		4
ex-		6	4						6
en-		6	4	6			6		6
fore-		5	5	6		6			6
il-		4	5		5	5			5
im-		4	5		4	3	3	4	4
in-		4	5	4	4	3	3	4	4
ir-		4	5		5	5			5
intra-			6		6		6		
inter-	4		6	6	6	5	6		
kilo-					5				
multi-					6				
mid-		5	4		6		4		4
mis-		3	2	5	4	3	4	3	4
micro-						6			6
mini-							3		
milli-					5				
mono-					6				
non-		5	3	5	4	3	3		4
out-								4	
over-		5		5		3	3	3	
ob-		6							
per-		6							
pre-	4	5	4	5	5	2	4	3	4
post-	4		4		5	6	4		6
pro-	6	5	5	5	5				
quadri-	5								
re-	2	4	2	3	3	2	2	2	2
super-	6		5				3		
semi-		6	6			6	4		
sub-	4	6	5			5	6		
trans-	4	5	6				6		
tri-	5	3	6		6				
tele-		5					4		
un-	2	3	2	3	3	2	2	2	2

Table 1 (Continued)

	Heath	H.B.J.	H.R.W.	Houghton Mifflin	Macmillan	McGraw Hill	Open Court	Scott Foresman	Silver Burdett Ginn
under-	6					3	3	3	
uni-	5	3			6		4		

The major emphasis on prefix instruction, in all series except Scott-Foresman, takes place at grade levels four, five, and six. The number of prefixes any series attempts to teach ranges from a high of 33 to a low of 10. Scott-Foresman limits instruction to only ten prefixes, introduces two in grade two, five in grade three, three in grade four and reviews all ten in grades five and six.

In reviewing table 2 it is found that only four prefixes are taught by all nine series. These are dis- (not or opposite of), pre- (before or earlier), re- (again or back), and un- (not or opposite of).

TABLE 2

Number of Series Teaching Each Prefix

Number of Series	Prefixes Taught
9	dis-, pre-, re-, un-
8	in-, mis-
7	im-, non-
6	anti-, bi-, inter-, post-
5	de-, en-, fore-, il-, ir-, mid-, over-, pro-, sub-, trans-
4	semi-, tri-, under-, uni-
3	com-, ex-, intra-, super-, contra-
2	ante-, auto-, co-, cor-, circum-, extra-, micro-, tele-
1	ad-, be-, bio-, con-, col-, centi-, deca-, deci-, deka-, kilo-, multi-, milli-, mini-, mono-, out-, ob-, per-, quadri-

In reviewing table 1 it is also found that, although there are 57 prefixes taught in varying combinations by different series, no series teaches all the prefixes or "frequently used" prefixes supplied by earlier studies of either Stauffer

(1942) table 3, Stotsky (1977) table 4, or White (1989) table 5.

TABLE 3

Fifteen Prefixes Appearing Most Frequently in the Thorndike Word Book as Compiled by Stauffer

Prefix	Example
ab- (from)	abstract
ad- (to)	admit
be- (by)	beguile
com- (with)	commemorate
de- (from)	deduce
dis- (apart)	dismiss
en- (in)	enchant
ex- (out)	exaggerate
in- (into)	incarnate
in- (not)	inactive
pre- (before)	precede
pro- (infront of)	proceed
re- (back)	reassure
sub- (under)	subsoil
un- (not)	unaided

TABLE 4

Twenty-five Common Prefixes with Appropriate Exemplars as Compiled By Stotsky

Prefix	Exemplar
anti-:	freeze, aircraft, Negro, Jewish, toxin
circum-:	lunar, navigate
co-:	pilot, captain, worker
counter-:	blow, claim, balance, weight, attack
de-:	salt, rail, face, bug, compose, compress
dis-:	agree, appear, arm, mount, please
en-, em-:	brace, circle, dear, force, large, slave
extra-:	large, ordinary, sensory, territorial
fore-:	finger, leg, father, man, foot, tell, claw, paw
in-, im-, il, or ir-:	active, visible, patient, legal, regular
inter-:	state, lace, communicate, planetary, national, urban
intra-:	state, local, city
mid-:	day, June, way, western, winter
mis-:	print, place, match, judge, interpret, guide

TABLE 4 (continued)

Prefix	Exemplar
multi-:	level, motored, colored, millionaire
non-:	green, English, scientific
post-:	war, graduate, date, game, season
pre-:	dawn, heat, judge, human, arrange, school, game, season
pro-:	slavery, war, labor
re-:	state, construct, write, spell, paper, finish
semi-:	frozen, darkness, circle, finals
sub-:	freezing, entry, zero, topic, divide, tropical
super-:	tanker, jet, impose, natural, heated, cold
trans-:	oceanic, continental, Atlantic, world
un-:	comfortable, pleasant, truth, usual

TABLE 5

The Most Common Prefixes in Printed School English for grades 3 - 9 Compiled by White[a]

Prefix	Percentage of Words
un-	26
re-	14

TABLE 5 (continued)

Prefix	Percentage of Words
in-, im-, ir-, il- (not)	11
dis-	7
en-, em-	4
non-	4
in-, im- (in or into)	4
over- (too much)	3
mis-	3
sub-	3
pre-	3
inter-	3
fore-	3
de-	2
trans-	2
super-	1
semi-	1
anti-	1
mid-	1
under- (too little)	1
all others	3

[a] Compiled by John B. Carroll, Peter Davies, and Barry Richman, The American Heritage Word Frequency Book, Boston, MA: Houghton Mifflin, 1971.

Conclusion

After analyzing the results of this study it can be concluded that, although some progress has been made in clarifying the definition of a prefix for instruction to elementary students and that for the most part exemplars used more closely follow the definition offered by Marchand (1969) there is still much room for improvement. The hypothesis of the study, that a review of nine commonly used basal series will show the use of clear explanations and correct exemplars in the teaching of prefixion, must therefore be rejected.

RELATED RESEARCH

Using prefixes to form or change words is a definite part of our language. Stauffer (1942) recognized this and in an attempt to aid teachers with the decision of which prefixes would be most useful to teach, studied the Thorndike List (1932) to find how many prefixed words there were and their frequency of occurence. The result of his study showed 24 percent of the words in the list had prefixes and the 15 prefixes which appeared most frequently accounted for 82 percent of the total number.

In her review of six commonly used basal series Stotsky (1977) found not only confusion in the definition of the term "prefix" but a mixture of prefixed words with words containing etymological elements in the exemplars used to reinforce student lessons. She feels a distinction should be made between an English prefix and an etymological element attached to dependent elements. If such a distinction is made she prefers Marchand's (1969) definition of a prefix as a "bound morpheme which is preposed to a free morpheme" (p.124). An accurate definition and description of prefixes would eliminate or at least

reduce the confusion found in teaching prefixion and the use of appropriate examples when teaching would also aid in better student understanding of the concept of prefixion.

Stotsky (1979) further points out that, in his study of prefixes, Stauffer (1942) did not distinguish between prefixes and etymological elements. Therefore many of the prefixes recommended for teaching at the elementary level are not really true prefixes when using Marchand's (1942) definition. Subsequent researchers tended to rely on Stauffer's List (1942) and, as a result, also failed to distinguish prefixes from etymological elements. This in turn led to the use of inaccurate or inappropriate exemplars. Indeed, Stotsky found, in Ginn's Reading 360 teacher's guide, an exercise asking students to match English words with their Latin roots and that the amount of Latin taught in marginal notes in the teacher's guides of the Holt series to be almost worthy of a high school course.

The practice of confusing and mixing etymological elements with English prefixes was not new when Stauffer (1942) compiled his list. In

1924 Otto Jespersen, an eminent authority on English grammar protested the practice thusly:

> Speaking of word-formation it may not be superfluous here to enter a protest against the practice prevalent in English grammars of treating the formatives of Latin words adopted into English as if they were English formatives. thus the prefix pre- is given with such examples as precept, prefer, present, and re- with such examples as repeat, resist, redeem, redolent, etc., although the part of the words which remains when we take off the prefix has no existence as such in English (cept, fer, etc.). This shows that these words (although originally formed with the prefixes prae, re) are in English indivisible "formulas". Note that in such the first syllable is pronounced with the short (i) or (e) vowel (cf. prepare, preparation, repair, reparation), but by the side of such words we have others with the same written beginning, but pronounced in a different way, with long (i), and here we have a genuine English prefix with a signification of its own: presuppose, predetermine, re-enter, re-open. Only this pre- and this re- deserve a place in English grammars; the other words belong in the dictionary. (p.48).

White, Sowell, and Yanagihara (1989) in a more recent count of prefixed words using the Word Frequency Book (Carroll, Davis, and Richman, 1971) identify nine prefixes which cover about 75 percent of the prefixed words. The five most frequently used prefixes as found by them are the same five

prefixes which were found by Stotsky (1978) to present special problems in the teacher's guides, readers, or workbooks of the six basal series she studied. These five prefixes are un-, re-, in- (not), dis-, and en-. A study done by White, Speidel, and Power (1987) found that re-, in-, and dis- were not known by a majority of a sample of third and fourth grade students on at least one test and that the prefix un-, meaning not, was known by only 63 percent of the student sample. This would indicate a need for clear, concise teaching of these frequently used prefixes.

Noting the confusion found by Stotsky's (1977) study of what a prefix is--White, Sowell, and Yanagihara (1989) developed a series of lessons to teach prefixion to students in the fourth and fifth grades. They begin instruction with an explicit definition of the term prefix. "(1) A prefix is a group of letters that go in front of a word. (2) It changes the meaning of a word. (3) When you peel it off, a word must be left." (p.305). This is demonstrated with the use of both examples "unkind, refill" and nonexamples "uncle, reason." Students who have been taught to look for

independent base words should not experience difficulty distinguishing prefixed words from those with etymological elements.

As a result of the confusion between prefixed English words and words with etymological elements Ekwall and Shanker (1988) would not be concerned with students learning the meanings of prefixes. However, because of the high percentage of prefixed words that students meet as their reading level increases, they suggest students learn to recognize and pronounce these word-parts as an aid in decoding the big words that frequently cause problems.

On the other hand, according to Harris and Sipay (1975), a person who knows the meanings of the more common prefixes should be able to make a fairly accurate guess as to the meaning of a new word, especially when it is met in meaningful context. They also suggest that a knowledge of the meaning of the more common Latin roots, which are found in so many English words, would be helpful in unlocking the meaning of unfamiliar words at a "mature" level. This "mature" level is probably not reached by the average student until the ninth

or tenth grade.

In a somewhat middle of the road position Burns, Roe, and Ross (1984) define a prefix as a sequence of letters that is placed before a root word to change its meaning. Good readers learn to recognize common prefixes instantly, this then helps them to recognize words more rapidly than if they had to sound out each word letter by letter. The knowledge of prefixes can help readers unlock the meaning as well as the pronunciation of unfamiliar words. While they do not include among their suggested common prefixes those prefixes which, when removed, do not leave a recognizable, meaningful base word such as ad- in admit, com- in combine, and con- in conceal, they do not, however, go so far as to suggest that these word-parts are not true English prefixes.

A somewhat simpler approach is taken by Searfoss and Readance (1989). They advise that when teaching prefixes one should teach only those prefixes which clearly have meaning such as trans- (across), sub- (beneath), un- (not), post- (after), pro- (in favor of), and anti- (against). They further suggest, as a rule of thumb, that if the

teacher must refer to the teacher's guide, for the meaning of a prefix, it would probably be better not to teach it to children.

Although he feels that prefixes are generally handled well in basal reading programs, Hillerich (1983) offers a word of caution. Teachers should be careful to teach children to note first that there is a base word when the prefix is removed. For example "pre-" is a prefix meaning "before" in pregame and preschool. However, this is not the case in the word "preach". Students' recognition of a base word is essential at the elementary level, however, as students get into the upper grades they may have need for some of the Latin and Greek combining forms used in technical terms. The prefixes that are taught should be only those frequently used and consistent in their meanings. The prefixes that fit these criteria usually include un-, dis-, mis-, re-, pre-, and in-, im-, ir-, and il-.

In this review of the literature it can be seen that even the "experts" do not agree on what a prefix is, which ones should be taught, or how and when this teaching should be done. Until these

questions are resolved the confusion in prefixion will continue.

REFERENCES

Allington, Richard L. et al. Scott Foresman Reading: An American Tradition. Scott, Foresman and Co., 1989.

Alvermann, Donna et al. Heath Reading. D. C. Heath and Co., 1989.

Arnold, Virginia et al. Macmillan Reading Program: Connections. Macmillan Publishing Co., 1989.

Beck, Isabel L. et al. Reading Today and Tomorrow. Holt, Rinehart, and Winston, Inc. 1989.

Bereiter, Carl, et al. Open Court Reading and Writing. Open Court Publishers, 1989.

Burns, Paul C., Betty D. Roe, and Elinor P. Ross. Teaching Reading in Today's Elementary Schools (3rd ed.) Boston: Houghton Mifflin Co., 1984

Carroll, John B., Peter Davies, and Barry Richman. The American Heritage Word Frequency Book. Boston: Houghton Mifflin, 1971.

Cullinan, Bernice E. et al. H. B. J. Reading Program. H. B. J. Publishers, 1989.

Durr, William K. et al. Houghton Mifflin Reading, Houghton Mifflin Co., 1989.

Ekwall, Eldon E., and James L. Shanker. Diagnosis and Remediation of the Disabled Reader (3rd ed.). Boston: Allyn and Bacon, Inc., 1988.

Harris, Albert J. and Edward R. Sipay. How to Increase Reading Ability (6th ed.). NY: Davis McKay Company, Inc., 1975.

Hillerich, Robert L. The Principal's Guide to Improving Reading Instruction. Boston: Allyn and Bacon, Inc., 1983.

Jesperson, Otto. The Philosophy of Grammar. W. W. Norton, 1965. First publication 1924.

Marchand, Hans. The Categories and Types of Present-Day English Word Formation. (2nd ed.). Munich, West Germany: C. H. Beck, 1969.

Pearson, P. David et al. Silver Burdett and Ginn-World of Reading. Silver Burdett and Ginn, 1989.

Searfoss, Lyndon W. and John E. Readance. Helping Children Learn to Read (2nd ed.). Englewood Cliffs, NJ: Prentice Hall, 1989.

Stauffer, Russell G. "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes That Should Be Taught in the Elementary School." Journal of Educational Research, vol. 35, no. 6 (1942).

Stotsky, Sandra L. "Teaching Prefixes: Facts and Fallacies." Language Arts, vol. 54, no. 8 (1977).

Stotsky, Sandra L. "Teaching Prefixes in the Elementary School." The Elementary School Journal, vol. 78, no. 4 (1978).

Stotsky, Sandra L. "Reducing the Confusion in the Teaching of Word Analysis Skills." Reading World, vol. 19, (1979)

Sulzby, Elizabeth et al. McGraw-Hill Reading. McGraw-Hill School Division, 1989.

Thorndike, Edward L. Teacher's Word Book of 20,000 Words. NY: Bureau of Publications, Teachers College, 1932.

White, Thomas G., Joanne Sowell, and Alice Yanagihara. "Teaching Elementary Students to Use Word Part Clues." The Reading Teacher, vol. 42, no. 4 (1989).

White, Thomas G., Gisela E. Speidel, and Michael A. Power. "An Empirical Basis for Teaching Morphological Analysis to Middle Elementary Students." Paper presented at the American Educational Research Association, Washington, D. C., April 1987.

APPENDIX

READING SERIES - Stotsky Study

Holt Basic Reading System. E. Evertts, L. C. Hunt and B. Weiss. Holt, Rinehart and Winston, Inc., 1973.

Macmillan Reading Program. A. J. Harris et al. Macmillan Co., 1970.

Reading 360. T. Clymer et al. Ginn and Co., 1970.

Reading 720. T. Clymer et al. Ginn and Co., 1976.

Scott Foresman Reading Systems. I. E. Aaron et al. Scott, Foresman and Co., 1971.

Sheldon Basic Reading Series. W. D. Sheldon et al. Allyn and Bacon, 1968.